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AUTHOR Bezanson, Lynn; Robb, Marnie
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ABSTRACT

Land claims settlements, constitutional change, and economic and labor force opportunities reflect the emerging reality of the Northwest Territories and Nunavut. Northern children, youth, and adults need to position themselves to influence and take advantage of the emerging reality. Quality career development education, programs, and services play an important role in preparing and positioning Northerners to do so. This manual was created to help people learn to become self-directed, self-reliant individuals who are able to make personally meaningful contributions that support the development of their communities. In its ongoing commitment to meet the career development needs of Northerners, the Department of Education, Culture and Employment in conjunction with the Canadian Career Development Foundation designed a policy directive to increase access to comprehensive career development education, programs, and services; and built an accountability structure that incorporates responsibilities for staff while providing direction for the development, delivery, and evaluation of quality career development services. The manual contains four main sections: (1) the Career Development Policy Paper, (2) the Career and Employment Development Directive, (3) the Accountability Framework, and (4) Implementation Procedures. The Accountability Framework is designed as a learning process with data gathering tools such as checklists, assessment measures, workshop handouts. The Implementation Procedures contains the accountability action plan and assessment gathering tools. (Author/JDM)

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**POLICY AND ACCOUNTABILITY FRAMEWORK FOR
CAREER DEVELOPMENT PROGRAMS AND SERVICE DELIVERY
IN THE NORTHWEST TERRITORIES
FOR NORTHERNERS ACROSS THE LIFESPAN**

Prepared for

**VICKI MASON AND FIONA O'DONOGHUE
DEPARTMENT OF EDUCATION, CULTURE AND EMPLOYMENT
GOVERNMENT OF NORTHWEST TERRITORIES**

by

**LYNNE BEZANSON
CANADIAN CAREER DEVELOPMENT FOUNDATION**

in association with

**MARNIE ROBB
LIFE-ROLE DEVELOPMENT GROUP**

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Canadian Career Development Foundation
202 - 411 Roosevelt Avenue
Ottawa, Ontario K2A 3X9 CANADA
Tel: (613) 729-6164
Fax: (613) 729-3515
E-mail: ccdfcac@magi.com
WWW: <http://infoweb.magi.com/~ccdfcac>

**Policy and Accountability Framework for Career
Development Programs and Service Delivery in the
Northwest Territories for Northerners Across the
Lifespan**

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INTRODUCTION

PROJECT VISION

Land claims settlements, constitutional change, and economic and labour force opportunities reflect the emerging reality of the NWT and Nunavut. Northern children, youth and adults need to position themselves to influence and take advantage of the emerging reality. Quality career development education, programs and services play an important role in preparing and positioning Northerners to do so. The goal of these endeavours is to help people to become self-directed, self-reliant individuals able to make personally meaningful contributions that support the development of their communities.

In its ongoing commitment to meet the career development needs of Northerners, the Department of Education, Culture and Employment contracted the Canadian Career Development Foundation to review its career development education, programs and services. The objectives of the review were:

- To develop a Departmental policy position paper that builds a framework where Northerners can access career development education, programs and services throughout their learning and working lives.
- To create a policy directive to increase access to comprehensive career development programs and services for Northerners of all ages;
- To build an accountability structure that:
 - incorporates responsibilities for staff at all levels,
 - provides direction for the development, delivery and evaluation of quality career development services; and
 - demonstrates the value of career development services.

PROJECT PROCESS

PHASE I: INFORMATION GATHERING

The Canadian Career Development Foundation spent considerable time listening to children, youth and adults to gather information about their career development needs. This was done to ensure the resulting policy, directives and accountability structure reflect the realities of the north and the diverse perspectives of its people and communities.

- *Focus Groups.* In both large and small communities across the north, CCDF met with diverse individuals. These included parents, teachers, adult upgrading students, Friendship Centre Staff, Apprenticeship Program coordinators, a judge, elementary and secondary school students, Career Development Centre clients and staff, community counsellors, Education Superintendents, and Band Council members. The objectives of these information gathering sessions were to:
 - Determine the career development needs of children, adults and youth in northern communities across the life span;
 - Define the potential scope of career development within the northern context;
 - Identify career development best practices in schools, Career Development Centres in the north; and
 - Determine indicators that hold career development education, programs and services accountable for achieving meaningful results.
- *Surveys:* In all communities where CCDF conducted focus groups, secondary students and teachers completed a follow-up survey that assessed career development needs.

Focus group and survey results are synthesized in two reports prepared for Northwest Territories Education, Culture and Employment entitled: *Career Development Review: Focus on Education and Career Development Review: Focus on Career Development Centres.*

PHASE 2: CREATING THE DOCUMENTS

CCDF incorporated the information gathered in Phase 1 into three documents:

- Department of Education, Culture and Employment Policy Position Paper;
- Within Employment, a Career and Employment Development Policy Directive; and
- Within Employment, a Career and Employment Development Accountability Framework.

To develop these documents:

- CCDF conducted a series of consultation working groups with Career Development staff and management from across Nunavut and the NWT. The policy directives and accountability framework were based on information gathered in Phase 1. Career Development staff and management concurred that the presented indicators reflected the impact of their programs and services.
- Staff and management in each consultation working group incorporated diverse opinions in the review, debate, revision of draft policy

directives and the accountability framework with its guiding principles, delineation of basic services, and evidence gathering tools. This ensured the people working with the issues facing northern workers and work seekers truly built the resulting Accountability Framework.

PROJECT RESULTS

The combined effort of many individuals, including Career Development Centre clients, staff and management, contributed to the results of this project. Those individuals involved with the development of the project extended great effort to build an accountability framework that reflects the essential values, principles and realities of northern people. It is the hope of all who were a part of its creation that career development staff and management will implement the resulting policy position paper, policy directives and accountability framework in a collaborative spirit of demonstrating the worth of career development services and programs that contribute to the social and economic prosperity of northern people.

DEPARTMENT OF EDUCATION, CULTURE AND EMPLOYMENT CAREER DEVELOPMENT POLICY PAPER

INTRODUCTION

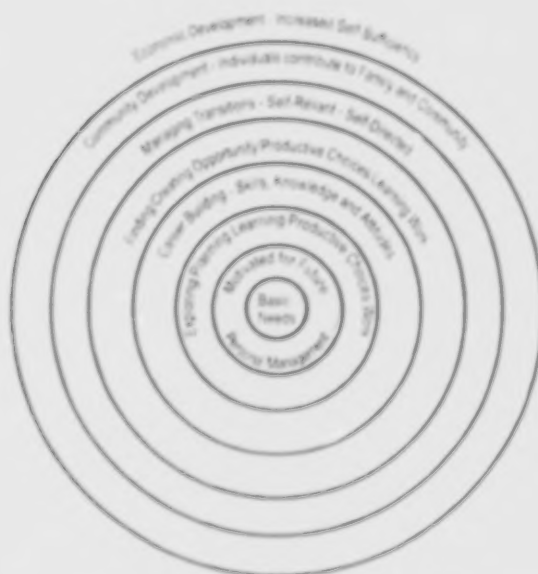
The mission of the Department of Education, Culture and Employment is to invest in and provide for the development of the people of the Northwest Territories, enabling them to reach their full potential, to lead fulfilled lives and to contribute to a strong and prosperous society. (Towards Excellence: A Report on Education in the NWT, 1999).

Career Development is the life long process of managing learning and work. The objective of quality career development education, programs and services is to provide individuals with the tools, resources and opportunities to be self-directed in their work/life and able to make contributions that bring personal meaning and satisfaction to themselves and that support the development of their communities.

It is when people, regardless of age, regard what they are doing as meaningful and satisfying that they are most productive and begin to reach their potential. Productive people build and strengthen their families and their communities. In this way, the best form of social security is people with the skills, knowledge and attitudes to make productive choices, become self-reliant and achieve economic self-sufficiency - whether through traditional pursuits or the wage economy or a combination.

CAREER DEVELOPMENT: RETURNS ON INVESTMENT

Career Development contributes not only to the personal, social and economic well being of individuals, but also contributes broadly to community and economic development.



As individuals become more self-reliant, the benefits are personal, financial and include preparation for community roles. Positive learning promotes a cycle of motivation.

This cycle of motivation supports education and training institutions which benefit when students and adult learners make good training and educational decisions and as a result are actively engaged in learning. This translates into fewer drop-outs from education and training opportunities at any level. Employers benefit from employees' increased interest in their work and increased confidence and capacity to handle their own career progression. This translates into fewer discouraged and disenfranchised workers, lower absenteeism, and greater productivity. Communities benefit from families who are self-reliant and whose members make contributions to make communities stronger. Government also benefit from increased participation rates in productive community activities. This translates into healthier communities. Governments also benefit from citizens with increased levels of self-reliance and less dependency on public assistance. This translates into savings in employment and social assistance.

The mission of the Department and the mission of career development are interconnected.

The provision of career development programs and services are a core strategy in the achievement of the Departmental mission.

CAREER DEVELOPMENT POLICY

The following policy will guide the Department in its development and delivery of career development programs and services to Northerners of all ages.

The Department of Education, Culture and Employment will make career development programs and services available to all children, youth and adults as integral parts of the programs and services offered through:

- Elementary and Secondary Schools;
- Colleges and Post-Secondary Training Institutions;
- Career Development Centres.

The programs and services available through the three institutions will be coordinated and continuous so that children, youth and adults can access the appropriate services according to their career development needs over their learning and working lives.

Children, youth and adults will, as a result of these programs and services:

- have the foundations for lifelong career development including the development of a career/work plan and the skills to engage in life/work decision-making;
- know where and how to access and make practical use of quality career, educational, and labour market information and Internet resources;
- know where and how to access career development programs and services in their communities throughout their learning and working lives.

BACKGROUND TO POLICY

The role of career development has transformed in recent years. The new realities of the contemporary workplace and of the contemporary worker have changed our perceptions of what is needed to prepare children and youth for their futures as well as what is needed to support adults in the now predictable multiple work and career transitions which they can anticipate throughout their adult lives.

Youth prepare for uncertain work futures which, while holding promise and possibility, also require high levels of self-management and personal responsibility to be successful. Equipping youth with "essential" career development skills as well as providing them with programs which support their personal/social and educational development are needed at all grade levels in the school system.

Most adults can now expect to change their paid work on average every five to eight years. Some of these changes can be expected to be chosen; others can be expected to be imposed. Career transition and career management skills are essential in order for adults to successfully manoeuvre entry, exit and re-entry transitions over their working lives. Providing access for adults to information, essential career development transition skills, and transition support is needed throughout adult working life. Engaging in lifelong learning is now a basic work survival skill as prerequisites for the labour force increase and shift constantly.

Across the lifespan, quality career development programs and services are becoming recognized as essential services.

The Department is in a unique position relative to other provinces and territories in Canada in that Schools, Colleges and Career Development Centres are within the same department. The department is therefore well positioned to build effective responses to the common criticisms that career development programs and services are not connected and coherent. The Department will put into place a coherent accessible career development delivery system in the NWT. This delivery system will ensure that children, youth and adults will, at whatever stage of development or transition, have access to career development information, programs, services and supports which will assist them to manage their learning and work and make contributions which are meaningful to themselves and to their communities.

PROCEDURES

To enact this policy, the following procedures will be implemented:

- *The Department of Education, Culture and Employment will support the development of Career Development curricula, programs and services which are culturally appropriate, build on the strengths and capabilities of Northern children, youth and Northern workers, and result in the acquisition of skills, knowledge and attitudes needed to make productive choices, become self-reliant and achieve economic self-sufficiency.*

The context for Career Development in the North is unique. The Career Development Delivery System from Kindergarten to Adult must be grounded in the social, economic and community opportunities, realities and challenges of the North. Among the many opportunities are the imminence of land claims and self government which open a range of new work opportunities.

The number of secondary school graduates of the NWT system has increased by 8% in the last two years. An overall increase of over 40% has occurred in the past ten years. The resource sector is rich and the creation of two territories holds economic promise for innovation and development.

At the same time, for many youth, their life experience has afforded limited opportunity to access opportunity and to experience success. Building a sense of personal capacity to be successful, approaching the future with a sense of hope and possibility and becoming personally healthy and well are outcomes which must be expected from quality career development programs and services. In communities with narrow and/or limited opportunity structures and few opportunities for paid work, career plans require innovation, creativity, blending of traditional and contemporary and the valuing and honouring of a number of productive choices which build self and community. These are also expected outcomes of quality career development in the North. The ability to make successful transitions out of one's own community to access education, training and work opportunities is a crucial career development life skill for many Northerners. These transitions may be short or long term. Many will return to their communities with increased skill sets with which to advance and contribute to the community; Others will create successful work opportunities in new communities and make their contributions there. The skills to make successful transitions are important career building skills leading to increased levels of self-direction and self-reliance.

- *The Career Development Curricula, Programs and Services provided by Schools, Post Secondary Institutions and Career Development Centres within the Department must be coherent and coordinated.*

In order for career development to be available throughout an individual's learning and working life, a coordinated strategy among the key delivery partners is needed. Such a strategy will contribute to no student or worker "falling through the cracks". It will also contribute to each delivery partner being able to focus on student and worker career development rather than remedial services because the developmental needs of a specific population were "missed". The most common to fall through the cracks are school leavers who exit the school system prior to graduation and /or with no plans for post secondary schooling. The next most common vulnerable population are the youth who move to new communities to pursue educational or training opportunities but are not equipped for the transition. Workers and work seekers who simply do not know where or how to access services and supports remain a constantly vulnerable group.

A coherent and co-ordinated framework delineates "who is responsible for these vulnerable populations". Each key organization as part of their ongoing communications strategy must make certain that information on access across all organizations is available. Exiting students must know to access Career Development Centres when they are no longer in the school system. Re-entry students or students in new communities need to know how to access supports within the college, university and new community. Students in schools need to know what career development programs and services they are entitled to and to access them prior to making the decision to leave. Easy access to current career and labour market information is an essential starting point for all students and workers. All need to know where and how to access age, literacy and culturally appropriate print and web site resources. All need access to assistance in making successful transitions from one learning organization to another.

The following framework is a basis for a coherent coordinated strategy:

- *Career Development/Lifework Development in Schools*

Because "career" tends to be associated, for many people, with paid work rather than with the lifelong process of managing learning and work, schools may prefer to use different terminology to refer to the body of programs, curricula and services which encompass career development in the schools. Life/Work Development or Life/Path Development are used interchangeably with Career Development.

Life/Work Development must occupy a pivotal role in schools. It links the needs of students to the needs of the wider society and the individual student's present to his or her future. Life/Work Development has the following three major skill, knowledge and attitude components: Personal Management; Learning and Work Exploration; and Career Building. These components are progressive and developmental and need to be sequenced appropriately from K to 12 throughout the school system.

The key role of schools is to provide the foundations for lifelong Life/Work development. This foundation includes:

- A developmental and progressive curriculum;
- Exposure to a range of Life/Work Options and Possibilities to expand awareness of opportunity;
- Exposure to a variety of work experiences to acquire skills and explore abilities and interests;
- A Career Development culture in the classroom whereby all teachers help students connect to and value work of all kinds and a scope of work choices, both traditional and contemporary;

- Partnerships with Parents and the Community to strengthen support for student choices and their future success;
- The development of a Career Plan for all students prior to their exiting the school system.

Life/Work Development is a School responsibility not a subject responsibility. It requires the leadership and coordination of an educator or guidance counsellor trained in career development. Delivery of the program is however a collaborative and multi-disciplinary task and requires the active involvement of subject teachers across the curriculum, partners in Post-Secondary Education and Career Development Centres, parents, employers, business, Aboriginal organizations, and community groups.

- *Career Development in Post-Secondary Institutions:*

Colleges and Post-Secondary Institutions have a pivotal role to play in providing continuity of access to career development programs and services. There is often the assumption made that once adult students are enrolled in a post-secondary institution, they are already clear and directed with respect to their career plans. While true for some, for many Northern adult students, college is a stepping stone, often a remedial one, to complete basic education and to acquire the basic post-secondary knowledge and skills to be competitive in the labour force. Adult learners are often no more clear about their next step than secondary school students. In addition, the transition from the college to work seeking and/or the work place is a critical transition which needs skills and supports in order for many to be successful. For many the transition back into formal learning requires encouragement and often assistance with practical essential supports such as child care and housing.

The key career development role of colleges and post-secondary institutions is to provide supports which enhance chances for success, develop and support a career/work plan and provide skill building opportunities to equip students with work search and transition skills.

Career Development Programs and Services in college and post-secondary institutions include:

- access to community supports which are essential for attendance and success;
- access to timely, high quality educational, career and labour market information;
- an educational/career/work development plan;
- access or referral to skill building learning opportunities in work search, financial planning and transition and life skills.

Delivery of career development programs and services in the college setting is a collaborative task and is strengthened by coordination with Career Development Centre staff and access to their career and labour market information resources, as well as to shared networks of employers, business, Aboriginal organizations and community groups.

- *Career Development in Career Development Centres:*

Career Development Centres are the key delivery system for out of school youth and adults. They work as well with educators and community partners in a range of outreach activities, with the employer and business communities and Aboriginal organizations active in economic development activities and with community leaders and organizations in activities related to community development. Programs and services provided by Career Development Centres are provided based on client need and not on income support or eligibility criteria.

The key role of Career Development Centres is to provide programs and services to assist clients to be increasingly self-sufficient with respect to their career and life management. This includes:

- Access to and coaching in using career and labour market and Internet resources.
- Workshops and problem-solving learning opportunities is covering issues related to managing learning, work search and work. These include:
 - readiness and motivation for future planning;
 - managing personal development and accessing assistance needed in order to be ready for future planning;
 - knowing personal strengths, skills and abilities;
 - exploring work opportunities and making decisions about the work world;
 - exploring and making decisions about the educational/training world;
 - building skills to be an effective worker;
 - managing career transitions;
 - building work search skills;
 - balancing life and work roles and responsibilities.
- Community Partnerships and Reciprocal Referral procedures with community agencies so clients have ready access to best resources to assist them to become self-sufficient as quickly as possible.

- Partnerships with Schools, Post-Secondary and Training Institutions so students and adults have ready access to best educational and training opportunities.
- Partnerships with Employers, the business community and Aboriginal organizations so clients have ready access to employment and business opportunities.

Career Development Centres are a community resources for career and labour market information and have a responsibility to provide leadership to communities in gaining access to career development resources.

The delivery of programs and service is a collaborative activity which requires the active participation of schools, post secondary and a wide range of community and business partners.

While each of the three institutions (schools, post-secondary, career development centres) plays a different pivotal role with respect to the delivery of comprehensive career development programs and services for children, youth and adults, their mandates are also complementary and connected.

From the perspective of the user of programs and services, the complementarity and continuity of programs and services must be clear. It is the role of the three institutions within the Department to make these connections explicit as well as to build the necessary linkages to ensure that resources and access to services are maximized.

The Department must provide the necessary supports in order that the programs and services of the three institutions are coherent and continuous.

The supports which are needed in order to establish the best linkages between the three institutions must be identified and implemented. Among the actions which need to be explored and evaluated are:

- A Career Development "Secretariat" whose explicit role is to connect the three institution and community partners. Connecting the employer community; managing work experience for students and work seeking adults through cooperative community programs; ensuring distribution of current resources among all partners; working closely with the career coordinator in the school system would be examples of co-ordinating tasks to be the responsibility of the "Secretariat".
- A common Career Development Communications and Marketing Strategy shared among all three institutions.
- An implementation action plan with clear objectives, milestones and time frames.

IMPLEMENTATION ACTION PLAN - A BEGINNING

In order to apply the Career Development policy and procedures, the following tasks are to be undertaken by the three institutions within the Department:

1. The Education (Elementary, Secondary, College and Post-Secondary) and Employment (Career Development Centres) Branches within the Department shall each develop and institute comprehensive directives on career development programs and services as offered through their respective institutions.
2. Each institution will establish methods to monitor and evaluate the effectiveness of the career development programs and services which they deliver.
3. Each institution will establish, as part of its accountability framework, monitoring of the coordination and continuity of programs and services between it and the other two institutions and the practical linkages which are established to build and sustain a coherent and seamless delivery system.
4. The three institutions will form a partnership to review the directives and accountability frameworks as they evolve. This will reduce any unnecessary duplication of programs and services, contribute to the sharing of resources and best practices and the development and sustainability of a coherent and seamless delivery system for Northerners.

DEPARTMENT OF EDUCATION, CULTURE AND EMPLOYMENT CAREER AND EMPLOYMENT DEVELOPMENT DIRECTIVE

CAREER DEVELOPMENT: DEFINITION

Career Development is the lifelong process of managing learning and work. The objective of quality career development programs and services is to provide individuals with the knowledge, skills, information, resources and access to opportunities to become self-directed, self-reliant individuals, able to make personally meaningful contributions that support the development of their communities.

CAREER DEVELOPMENT: SCOPE

Career Development Centres work principally with an out of school population, usually young adult and adult. While working as well with students, educators, employers and community partners in a range of outreach activities the principal line of business is direct services to young adults and adults in the area of career development, employment readiness and employment transition.

Career Development is a learning endeavour and the programs and services within career development lead to clients gaining knowledge, skills and attitudes to manage their learning and work opportunities and work search.

The learning outcomes of career development programs and services include the following major areas:

- Motivated to set goals for work, learning and/or productive choices;
- Clarity about strengths and personal characteristics;
- Higher self-confidence regarding capacity to be a successful worker;
- Better at accessing learning, community and labour market information;
- Better at identifying a range of learning work and productive choice opportunities and their requirements;
- Better at managing and taking corrective action on personal barriers interfering with choices for success;
- Better at managing external/systemic work choice barriers Improved work skills and habits;
- Better decision-making skills;
- Better work search/work creation skills;
- Better skills for work/life transitions;
- Able to balance life/work roles.

Career Development Centres develop and deliver their programs and services according to this framework of learning outcomes. All centres may not offer all learning areas within the framework and all clients do not need the same learning.

In determining the most appropriate type and level of service, career development staff perform specific activities with and/or on behalf of clients. These include:

- **Assessment of Service Needs:** a personal contact to welcome the client, identify the nature of the client's request, explain the range of services and identify a fit between request and services available. Where services do not match the client request, every effort is made to refer the client to an appropriate source.
- **Information Giving/Instruction:** a coaching contact, interview or group session that focuses on identifying client needs for information on the labour market, education and training opportunities, other community services, financial assistance and the range of programs and services available. Sometimes clients may need information only in order to take action. Information Giving also can teach clients to be smart consumers of information and provide them with the skills they will need in the future to access resources directly. An important component of information instruction is assisting clients to use the Internet effectively.
- **Career Development Tools and Self-help Resources:** access to a range of career development resources and support equipment for independent client use. Also includes appropriate levels of assistance and coaching when needed. In the front areas of Career Development Offices, clients have access to a range of career and labour market information resources. These resources are kept current, culturally relevant and as much as possible, match the language and literacy needs of clients served. Access to Internet programs and support equipment with which to conduct learning and work searches are made available. Many clients are able to use resources and equipment independently; others require some coaching, support and encouragement. Providing support and building confidence and self-reliance with information sources and tools is the objective of this service component.
- **Assessment of Learning Needs:** an interview process where the client's needs for career development and employability learning are identified. Through this process, learning goals are established. Client learning needs differ. Some clients may need to learn skills to manage transition because they are between employment or facing unemployment. Others may need to focus on identifying work opportunities and learning appropriate workplace behaviour. Through the assessment process, goals are clarified and the programs and services most appropriate for client success are identified.

- **Workshops:** Programs offered in group or classroom settings which provide career development learning opportunities, opportunities for practice, and support other learners. Examples of workshops include "Career Planning" and "Managing Transitions". Workshops are often supplemented with coaching and support to use self-help resources in order to reinforce client self-sufficiency.
- **Career Development Counselling (Problem-Solving):** meetings held individually or in groups where the focus is on helping individuals set work/life goals, explore individual issues, identify corrective measures, decide on an individual learning plan of action and build the supports needed to implement the learning and action plan successfully. Counselling interventions lead to learning outcomes in each of the identified learning areas in the framework.
- **Referral:** Career Development Staff offer services within their mandate and their scope of training and competence to deliver. Presenting client issues sometimes exceed the mandate and scope of what is appropriate and ethical for career staff to offer. Career development staff cultivate a referral network in the community, make appropriate referrals and follow up to ensure that the service connections are made.
- **Building Relationships with Community Partners:** Career Development programs and services operate most effectively when well networked with a range of community partners and community initiatives -- employers, economic development initiatives, community health and wellness initiatives, educational partners and community-based agencies. Career Development Centres devote considerable human resources to the building of community networks, sharing of information and collaborating to support access to a range of services that support client self sufficiency. Career Development Centres contribute to a coherent delivery system in which programs and services are complementary and continuous with those offered by schools, colleges and post-secondary institutions.

Career Development programs and services result in clients moving increasingly toward self-direction and self-reliance. Some clients may begin with an already high level of self-direction and may be able to meet their needs through independent use of Internet resources and access to information. Other clients may need initially to be coached on how to use the Internet resources and this is the most appropriate level of assistance. It results in a future capacity to be more self-directed. Other clients may need more individual and intensive assistance. The principal of programs and services is always to support independence and self-management.

CAREER DEVELOPMENT OUTCOMES

The outcomes of Career Development benefit individuals, education providers, employers, governments and communities. Learning acquired in the areas outlined in the learning framework support successful movement for individuals through and between periods of education, employment, unemployment, and unpaid work. Individuals are able to demonstrate:

- Increased self-awareness;
- Increased ability to understand and research labour market information, work and learning opportunities;
- Increased ability to set goals, develop and implement action plans, build personal support systems, and make personally meaningful decisions related to learning, productive choices and work;
- Increased ability to manage the stress of change and transition;
- Increased capacity for self direction in all of the above areas.

Career Development Centres are active partners in their communities. Career Development outcomes are achieved in collaboration with community partners. Through collaborative initiatives, communities are supported to achieve the following:

- Service capacity whereby a range of information and career support services are provided to people in the community;
- Effective and efficient referral mechanisms between community agencies such that client learning needs in career development are referred to Career Development Centres and Centres refer clients to appropriate agencies for needs beyond their scope of practice;
- A coherent career development delivery system for Northerners of all ages.

The immediate measurable outcomes of career development programs and services are in client learning and career action plans implemented as well as in collaborative community connections and initiatives. The longer term benefits are to education and training providers, in increasing the effectiveness of their courses by helping learners to select courses which meet their needs, interests and abilities; to employers in helping match the talents and motivations of potential employees to the employer's requirements; to communities in productive people being motivated to strengthen families and communities; and to governments in making the best use of human resources, building community wellness and reducing dependency on support programs by increasing self-reliance among people.

CAREER AND EMPLOYMENT DEVELOPMENT DIRECTIVE (EMPLOYMENT)

1. Career Development Programs and Services are provided to clients based on their needs for career development assistance, not on eligibility or income support criteria.
6. Career Development Programs and Services are provided to those seeking to define life/work goals and direction, make learning, productive choices, training and work decisions; and/or manage transitions successfully.

3. Clients who access career development centres are entitled to receive the following basic level of service in accordance with their presenting needs:
- Assessment of Service Needs
 - Information Giving/Information Instruction Services that include:
 - Orientation to Services and Programs
 - Information on Apprenticeship Opportunities
 - LMDA (West and East)
 - Orientation to Using the Internet and Making Good Use of Information Resources
 - Career Development Tools and Self-help Resources that:
 - are current, relevant, culturally appropriate and suited to a range of literacy levels
 - include Job Banks, Internet access, and support equipment (word processor, fax machine, telephone)
 - include coaching to become self-sufficient in using career tools and self-help resources
 - Assessment of Learning Needs
 - Workshops on:
 - Career Planning
 - WorkSearch/Work Creation
 - Resume Writing
 - Interview Techniques
 - Educational Planning
 - Managing Transitions
 - Building Life/Work Balance
 - Career Development Counselling (Problem-Solving)
 - Referrals to community and other resources when issues to be resolved are outside the scope of career development practice
 - Communications (marketing) Strategy to inform the community about programs and services offered.

4. In addition to the basic level of service, each Career Development Office may provide a diversity of career development programs and services tailored to specific needs of clients and client groups in their community but within the scope of practice and the learning framework outlined. The range of programs and services offered will be determined by:
 - assessments of client needs in the communities being served
 - competencies of staff to deliver the range of programs and services needed
 - resource levels (staff; time; dollars).
5. Each Career Development Office will be active in community initiatives intended to build the capacity of the community at large to be a healthy and sustaining community where individuals access opportunities and contribute to the well being of themselves and their families.
6. Career Development Centres will work with community partners, in particular schools and post-secondary initiatives to build linkages, procedures and communication tools so that students and adults have easy and clear access to programs and services throughout their learning and working lives.
7. Career development centres will practice the principles of the accountability framework and will demonstrate the results of their programs and services by keeping ongoing records, data gathering and reporting. Where needed, centres will develop additional success indicators that are appropriate for the opportunity structures within local communities.
8. The Department, in collaboration with the Career Development Centres will use data from the accountability framework in order to make informed decisions and improve service quality as well as to celebrate and acknowledge achievements of individuals and the organization as a whole.

CONCLUDING STATEMENT

Implementation of these policies will result in Career Development Centres and the practice of career development in the North being accountable for excellence and being evaluated in accordance with measures which are sensible in the context of Northern communities and the opportunity structures which are currently in place. They also will result in ongoing quality improvement of all aspects of program and service delivery and in an organization which is accountable in the best of senses, that is accountable to be constantly in motion to meet the needs of clients it serves, and to improve its capacity to support individuals and communities in their efforts towards self-direction and sustainability.

ACCOUNTABILITY FRAMEWORK

INTRODUCTION

An accountability framework and its measures are a critical part of ensuring quality client services. They assess the extent to which client needs are being addressed and how efficiently Career Development Centres are providing client services. When approached appropriately, accountability is an integral part of service delivery. It provides constructive feedback that can be used to acknowledge what is operating well and to change what is not. Career Development Centres can use results to develop, modify, and enhance career development service delivery. They can also use results to demonstrate to their many stakeholders the value of programs and services provided, the learning that clients acquire, and the social and economic impact on communities.

The policies pertaining to Career Development Centre accountability are as follows:

POLICY #7:

Career Development Centres will practice the principles of the accountability framework and will demonstrate the results of their programs and services by keeping ongoing records, data gathering and reporting. Where needed, Centres will develop additional success indicators that are appropriate for the opportunity structures within local communities.

POLICY #8:

The Department, in collaboration with the Career Development Centres will use data from the accountability framework to decide

and improve service quality and to celebrate and acknowledge the achievements of individuals and the organization as a whole.

The accountability framework which follows includes the following:

- A. Accountability Guidelines which apply the above policies and outline purposes and guiding principles for all staff at all levels of the organization;
- B. Guiding Principles specific to career development staff;
- C. Guiding Principles specific to supervisors and managers;
- D. A Career Development Model of Client Learning Needs and Outcomes;
- E. Type of Services (areas and functions) provided through Career Development Centres;
- F. A defined Basic Level of Service for which Career Development Centres will be held accountable;
- G. Data Gathering Tools to implement the Accountability Framework, evaluate the effectiveness of programs and services within the Basic Level of service, improve service quality and report to all stakeholders on results;
- H. Data Gathering Organizer;
- I. Suggested Implementation Procedures to remain congruent with the practice and spirit of the Accountability Framework.

A. ACCOUNTABILITY GUIDELINES

- The Public, Employers, and Governments are entitled to know that their investment in career development programs and services is effective and yields results that are commensurate with their investment.
- Programs and services must be results-based and adhere to established standards.
- Qualitative and quantitative measures are necessary in order to capture the true results of programs and services.
- No one government or agency has sufficient resources to provide the full range of programs and services in career development needed by individuals and communities. Accountability indicators must include community relationships, partnerships and action plans.
- Results must be relevant to the realities of different communities. Indicators must be sufficiently broad to reflect a range of productive choices within local contexts.
- In all communities results must include indicators that cover at least:
 - Access to Basic Services
 - Quality of Program and Service Delivery
 - Learning Outcomes for Recipients of Programs and Services
 - Impacts of Programs and Services on Individuals and Communities
 - Involvement in Initiatives With Community Partners.
- Key purposes of the Accountability Framework are at least to accomplish the following:
 - Articulate the parameters and scope of practice of career development programs and services
 - Contribute to strategic planning by providing meaningful information on service and program issues and challenges
 - Measure client progress in achieving goals and life/work plans
 - Measure program and service effectiveness
 - Highlight achievements of staff, office, and community partners
 - Analyze, assess and strategize to identify and resolve issues
 - Demonstrate results of programs and services to all stakeholders.

- The Accountability Framework must be directly linked to a communications and marketing strategy that informs stakeholders of results and demonstrates career development accountability.
- The Accountability Framework is a living document that must be reviewed regularly.

The Accountability Guidelines are principles for building quality service. In order to integrate these guidelines into program and service practice, staff at all levels of the organization must be guided by principles of "good and accountable" practice. The principles guiding staff and supervisors/managers follow:

B. GUIDING PRINCIPLES : CAREER DEVELOPMENT STAFF

The principle accountability of Career Development Staff is to clients; that is, to assisting clients to access the information, services and supports they need to make choices and implement life/work plans that contribute socially and economically to themselves, their families and communities.

Career Development Staff are guided by the following principles:

1. *Potential exists in all clients and communities to be healthy, self-reliant and self-directed.*

Demonstrated by:

- displaying appropriate optimism and behaviours that show a belief in the capacity of individuals and communities to achieve their goals;
- treating all clients fairly with dignity and respect for their individuality;
- acknowledging and celebrating achievements;
- advocating for clients and educating stakeholders (including potential employers) regarding client achievements, while holding regard for client privacy.

2. *Effective career development programs and services are based on an educational model that promotes client learning, which in turn increases client self-reliance and self-directedness.*

Demonstrated by:

- creating life/work plans with clients that show gradual and progressive learning steps;
- supporting clients to create life/work plans that include multiple and creative ways to help them achieve their goals;

- delivering programs and services that accommodate diverse client learning needs and include:
 - Assessment of Service Needs
 - Information Giving/Instruction
 - Career Development Tools and Self-Help Resources
 - Assessment of Client Learning Needs
 - Workshop Delivery
 - Career Development Counselling (Problem-Solving)
 - Referral;
 - providing programs and services built on a Career Development Learning Model that covers the following learning needs:
 - Readiness and Motivation to Work on Future Planning
 - Self-Awareness
 - Awareness of Opportunities
 - Readiness for Work
 - Ability to Make Decisions and Plan
 - Ability to Seek Work Opportunities
 - Ability to Balance Life/Work Roles
 - Management of Career Transitions and the Unexpected;
3. *Career Development Centres have a responsibility to offer a basic defined level of service that is consistent between Centres and that is adapted to meet client and community needs.*

Demonstrated by:

- providing clients with an *Assessment of Service Needs*;
- providing *Information Giving/ Information Instruction Services* that include:
 - Orientation to Services and Programs
 - Information on Apprenticeship Opportunities
 - LMDA (West and East)
 - Orientation to Using the Internet and Making Good Use of Information Resources;

- providing clients access to *Career Development Tools and Self-help Resources* that:
 - are current, relevant, culturally appropriate and suited to a range of literacy levels
 - include Job Banks, Internet instructional programs, and support equipment (word processor, fax machine, telephone)
 - include coaching to become self-sufficient in using career tools and self-help resources;
 - providing clients with an *Assessment of their Learning Needs*;
 - providing *Workshops* on:
 - Career Planning
 - WorkSearch/Work Creation
 - Resume Writing
 - Interview Techniques
 - Educational Planning
 - Managing Transitions
 - Building Life/Work Balance;
 - providing *Career Development Counselling* (Problem-solving);
 - providing *Referrals* to community and other resources to assist client when issues to be resolved are outside the scope of career development practice;
 - supporting a *Communications Strategy* promoting programs and services offered for clients in the community;
4. *Effective career development programs and services must meet the evolving learning needs of clients and communities. Career Development Staff are well positioned to understand evolving client needs and provide valuable information and insights that can be used to create and adjust effective career development programs and services.*

Demonstrated by:

- attaining client/community input into the design and delivery of career development programs;
- reflecting the needs of the North and its cultural diversity in the development and delivery of programs and services;
- participating in long-range planning initiatives in communities;

- forming information networks that tap into the economic development of communities;
 - communicating client and community feedback to decision-making levels in the organization;
 - monitoring quality of programs and services against client learning outcomes and changing these as needed.
5. *Effective Career Development requires Staff to build relationships and networks with a range of community partners who have the potential to be active in supporting individuals and communities to become self-reliant and self-directed.*

Demonstrated by:

- active and enduring relationships with a range of community partners;
 - collaborative initiatives with one or several community partners;
 - providing career development and labour market information and career development supports to community partners to facilitate meaningful decision making.
6. *Career Development Staff are current in knowledge, skills and best practices, and conduct themselves with integrity and common sense.*

Demonstrated by:

- practicing self-directed learning and taking advantage of a range of learning opportunities;
- creating and implementing individual career plans to remain current and effective in the delivery of programs and services;
- sharing skills, knowledge and innovative practices with colleagues and community partners;
- implementing skills, knowledge and innovative practices with colleagues and community partners;
- behaving in accordance with a code of ethics;
- undertaking to live a lifestyle that reflects an appropriate model for clients with respect to personal responsibility and initiative.

C. GUIDING PRINCIPLES

CAREER DEVELOPMENT SUPERVISORS AND MANAGERS

The principle accountability of Career Development Supervisors and Management is to Career Development Staff and through them, to clients of Career Centres -- workers, work seekers, employers and community partners. Career Development Supervisors and Managers assist Career Development Staff to access current and relevant career and labour market information, career development tools, techniques and approaches that respond to client needs as well as professional support and training needed in order to deliver career development programs and services effectively.

Career Development Supervisors are guided by the following principles:

1. *Potential exists in all staff to deliver quality career development services that help clients to become self-reliant and self-directed.*

Demonstrated by:

- displaying appropriate optimism and behaviours that portray a belief in the capacity of staff to be effective with clients;
- treating all staff fairly with dignity and respect for their individuality;
- recognizing limitations of what staff can influence and change;
- acknowledging and celebrating achievements;
- advocating for staff and educating stakeholders regarding staff achievements with clients.

2. *Effective career development programs and services require a range of learning resources and opportunities for staff that promote their competency, self-sufficiency and self-directedness.*

Demonstrated by:

- creating a work environment in which learning can happen;
- providing access to culturally appropriate resources addressing a broad range of career development content;
- developing innovative strategies and best practices and sharing these across offices.

3. *Career Development Supervisors and Managers have a responsibility to offer a basic defined level of service to staff that is consistent between Centres and that is adapted to meet staff needs in the various regions.*

Demonstrated by:

- efforts by supervisors and managers to remain current to the career development needs of the NWT;
 - support of ongoing applied research that will support effective career development practices;
 - active and updated human resource plans for all staff;
 - provision of a basic quality infrastructure in which to deliver a basic level of service respectfully and effectively that includes:
 - providing access for clients with disabilities to services offered by the Centres
 - providing operational resources including computers and computer support and Internet access
 - providing space for both group services and client confidentiality
 - supporting a communications strategy that reaches all stakeholders in the community;
4. *Effective career development programs and services must meet the evolving learning needs of clients and communities. This is best accomplished when Supervisors incorporate the experience and insights of Staff to develop and/or adjust programs and services.*

Demonstrated by:

- communicating staff feedback to decision-making levels;
 - developing strategic plans (encompassing programs and services) through collaborative input from staff at all levels of the organization;
 - reviewing strategic plans with staff on a regular basis and considering staff input into the modification of these;
 - encouraging active participation of staff in problem-solving;
 - providing means and encouragement for staff to collect accountability data that can be used to inform and educate all levels of the organization on performance highlights, successes and issues needing resolution or improvement.
5. *Effective Career Development requires Supervisors and Managers to build relationships and networks with a range of community partners who have the potential to be active in supporting individuals and communities to become self-reliant and self-directed.*

Effective Career Development also requires Supervisors and Managers to support their staff in their efforts to build relationships and networks with a range of community partners who have the potential to be active in supporting individuals and communities to become self-reliant and self-directed.

Demonstrated by:

- active and enduring relationships with a range of community partners;
 - collaborative initiatives with one or several community partners;
 - providing access to career development and labour market information and career development supports to community partners to increase client accessibility to resources;
 - providing staff the necessary time to build relationships with community partners.
6. *Career Development Supervisors and Managers are current in knowledge, skills and best practices needed to support and manage effective staff practices, and conduct themselves with integrity and common sense.*

Demonstrated by:

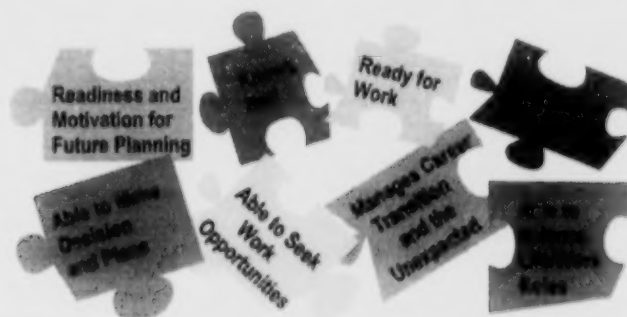
- incorporating innovative Human Resource Practices, including staff recruitment and development;
- providing a workplace that support staff health and wellness;
- supporting staff to create and implement individual career plans in order to remain current and effective;
- sharing skills, knowledge and innovative practices with colleagues and community partners;
- implementing skills, knowledge and innovative practices with colleagues and community partners;
- practicing self-directed learning and taking advantage of a range of learning opportunities, including the creating and implementing of individual career plans;
- behaving in accordance with a code of ethics;
- undertaking to live a lifestyle that reflects an appropriate model for staff with respect to personal responsibility and initiative.

D. CAREER DEVELOPMENT MODEL LEARNING NEEDS AND OUTCOMES

Career Development is a learning endeavour. Career Development programs and services provide opportunities to acquire the knowledge, skills and attitudes to become self-directed and self-reliant with respect to learning and work.

The Career Development Model defines the scope of practice for career development in Career Development Centres according to eight major areas. These areas (each with their corresponding list of learning outcomes) are interrelated, and fit together much like the pieces of a jigsaw puzzle. They are not intended to be delivered in a sequential manner, but to act as a menu of possible options from which a client can construct a relevant, tailored learning plan.

It is important to remember that the learning needs identified in the model provide a possible range of career development services. Career Development Centres and staff are not expected to address all learning needs for all clients who access their programs and services.



READINESS AND MOTIVATION FOR FUTURE PLANNING

- can identify positive contributions and productive choices individuals make to their communities;
- sees self as capable of contributing to community;
- able to recognize past accomplishments;
- able to set personal goals and believes in own capacity to achieve them;
- able to identify strategies to overcome personal barriers to work and learning.

KNOWS SELF

- able to identify and appreciate own values, interests, beliefs, attitudes and personal characteristics;
- able to identify and appreciate own strengths (abilities, skills, knowledge, gifts, imagination and creativity);

- understands the connection between personal qualities, work/learning/leisure experiences, achievements, opportunities and career building;
- understands the cultural context in which life/work planning takes place;
- identifies and appreciates external assets (personal relationships, networks, finances and resources).

AWARE OF OPPORTUNITIES

- gathers a range of information (from people, mentors, electronic/print media and community/organizational resources) and effectively uses it to identify opportunities for learning, working and making positive community contributions;
- able to assess the personal uses/limitations of labour market information by applying critical thinking and reflection;
- recognizes that labour market information comes in various forms and from various places, i.e. the newspaper, coffee shop, Internet and community events;
- understands the significance of socio-cultural factors, gender issues and stereotyping/bias on work roles and opportunity;
- able to identify a range of opportunities for community service, volunteering, traditional pursuits, technical and academic training, apprenticeship, work and entrepreneurship;
- sees the connection between attitudes, knowledge, skills, education/training, experience and opportunities;
- recognizes requirements (skills, knowledge, attitudes, education and experience) for various work/life roles.

READY FOR WORK

- demonstrates positive work attitudes and behaviours;
- can identify and practice skills, knowledge and attitudes required for range of work options (including self-employment; combining traditional/non-traditional; wage and non-wage economy);
- demonstrates attitudes, practical skills and work skills necessary to obtain and maintain selected work options;
- demonstrates effective interpersonal skills for working with others;
- demonstrates skills, knowledge and attitudes to overcome barriers to selected work options and work/life path (both barriers created by self and those created by others/circumstances);
- sees oneself as skilful (self-confidence);
- can identify gaps in skills, knowledge and experience needed to pursue selected work and learning options.

ABLE TO MAKE DECISIONS & PLAN

- can apply effective decision-making strategies that incorporate an awareness of what is personally important and of work and productive choice options that exist;
- identifies internal (personal) and external (environmental) conditions that may affect decision-making;
- can identify short and long term consequences of decisions on self and others;
- able to evaluate/assess available opportunities and to choose option(s) that best support achievement of goals.

ABLE TO SEEK OUT/CREATE WORK OPPORTUNITIES

- draws on personal characteristics, passions, strengths, resources and experience to seek out opportunities;
- identifies and accesses people, networks, resources and services that can assist in seeking out and creating opportunities;
- accesses information related to specific employers and self-employment opportunities;
- identifies specific work opportunities that fit with goals and work/life path;
- produces effective support tools (such as resumes, applications, cover letters, employment proposals and business plans) to help in the pursuit of work opportunities;
- prepares for and participates in successful work interviews, self-marketing or business plan presentations.

MANAGES CAREER TRANSITIONS AND THE UNEXPECTED

- recognizes changes in priorities, goals and work activities as a normal part of a person's career development;
- anticipates, prepares for and copes effectively with work and employment transitions;
- identifies personal learning needs and manages life-long learning;
- anticipates and builds support networks for managing change (ex. relocation, need for new skills/knowledge/attitudes) that may occur throughout one's work/life;
- builds and makes use of a network of contacts and supports and acts as a support to others;
- identifies skills, knowledge and attitudes that enable one to switch from one kind of role to another;
- applies skills, knowledge and attitudes that are needed to undertake personal economic decisions (ex. financial planning) and actions with confidence and competence;
- demonstrates a capacity to be self-reliant.

ABLE TO BALANCE LIFE/WORK ROLES

- recognizes the links between work, physical and mental health, family, friends, community, learning, happiness, and changes in life priorities over the life span;
- can identify factors (such as status, family, culture, values, work choices and work habits) that may affect personal life style and happiness;
- recognizes ways in which work-related skills, knowledge and attitudes can be acquired through a range of traditional, community and leisure activities;
- demonstrates the ability to balance the demands of work, family, friends, community responsibilities and leisure interests;
- identifies and participates in activities that help maintain good physical and mental health;
- recognizes and manages the stress factors that affect life and happiness;
- assesses choices and sets priorities based on values, personal meaning and the achievement of balance of life/work roles.

E. TYPES OF DELIVERY

AREAS AND FUNCTIONS

"Areas and Functions" define the scope of *service delivery* options provided by Career Development Centres and their staff. Service delivery options are often delivered in combination to clients. Some client learning needs may be met through access to current information; others through working on a website such as WorkSearch; still others through a skill building workshop or individual problem-solving.

The areas of service are outlined below, along with the functions usually performed when delivering services in each area:

ASSESSMENT OF SERVICE NEEDS

- Welcome client
- Clarify nature of client request
- Explain the services offered
- Clarify fit between client request and services offered
- Suggest service options
- Reach joint conclusions
- Client confirms/agrees with suggested service

INFORMATION GIVING/INSTRUCTION IN INFORMATION USE

- Determine the career development, occupational and labour market information needs of clients and the community
- Establish a current resources/information base
- Maintain a current resources/information base
- Provide to client and community, information needs in culturally relevant and understandable language
- Evaluate delivery of information session
- Evaluate client outcomes

USE OF SELF-HELP RESOURCES

- Establish a current resources/information base
- Provide coaching to use self-help resources and Internet resources as required
- Evaluate client outcomes

ASSESSMENT OF CLIENT LEARNING NEEDS

- Explain and agree on process
- Identify/clarify specific learning needs
- Agree on learning goals
- Explore programs/services to assist in achieving goal(s)
- Client confirms/agrees with program/service learning plan
- Maintain appropriate records

WORKSHOP FACILITATION

- Preparation
- Determine learner needs
- Organize instructional materials and facilities to accommodate learner needs
- Deliver the workshop
- Evaluate instructional process
- Evaluate client outcomes
- Analyze evaluation data and revise instruction as needed
- Maintain appropriate client records and follow-up

CAREER DEVELOPMENT COUNSELLING (PROBLEM-SOLVING)

- Establish a collaborative relationship
- Establish mutual expectations
- Assist client to explore and problem solve on the presenting issue(s)
- Assist client to develop an appropriate action plan based on the problem-solving
- Assist client to know how to begin to implement the action plan
- Assist client to know how to sustain the action plan in a self-directed way
- Provide further support when requested and as appropriate
- Maintain appropriate client records

REFERRAL

- Clarify client needs
- Access and maintain a referral network
- Assess with client most appropriate referral source
- Plan with client the referral process
- Make appropriate referrals internally and externally
- Follow-up with client and referral source when and where appropriate
- Maintain appropriate client records

PARTNERSHIPS

- Develop and maintain professional network
- Identify project appropriate for partnering
- Identify appropriate partners for project
- Facilitate agreement on what each partner will contribute to the project
- Facilitate agreement on what each partner expects to gain from the project
- Sustain motivation among partners in the project
- Initiate appropriate acknowledgement

MOBILIZING COMMUNITY RESOURCES

- Identify area of need
- Access community network
- Recruit appropriate resources for initiative
- Sustain motivation for project
- Initiate appropriate acknowledgements

COMMUNICATIONS (MARKETING)

- Identify criteria to guide development of communications strategy i.e.:
 - literacy level
 - culturally relevant
 - frequency of updating
 - scope of information
 - success stories:
 - clients
 - community
 - staff
 - territory
 - success indicators
- Develop multi-media (newspaper/radio/pamphlet/signage/poster) communications strategy to inform community of programs/services offered
- Develop and implement a strategy to disseminate information throughout community
- Develop and implement tools to solicit feed-back from community on quality and effectiveness of strategy
- Revise strategy based on feedback
- Review/refine strategy and tools regularly.

WORKSHOP DEVELOPMENT - A SPECIALIZED AREA

Note that not all staff perform the function of developing new workshops. All staff do deliver and adapt developed programs to the needs of clients and communities. Where specialized staff perform this activity, they complete the following functions:

- Identify nature of clients for workshop;
- Identify client learning outcomes;
- Plan client learning evaluation procedures;
- Plan processes facilitate client learning outcomes;
- Plan process/delivery evaluation procedures;
- Develop participant materials;
- Develop detailed agenda for program;
- Develop facilitator delivery guide.

F. BASIC LEVEL OF SERVICE

The career development needs of clients and communities are extremely diverse. No single set of programs and services will meet all needs or be sensible across all communities. Career Development Centres will always differ in program/service offerings as each will attempt to introduce, tailor and adapt programs/services to client and communities realities.

At the same time, Career Development Centres, through experience, have built a set of core programs and services which respond to needs which most client and communities have in common. These are grouped into a set of Basic Services. All Career Development Centres include their Basic Level of Service in their range of programs and services.

- Assessment of Service Needs;
- Information Giving/Information Instruction Services that include:
 - Orientation to Services and Programs
 - Information on Apprenticeship Opportunities
 - LMDA (West and East)
 - Orientation to Using the Internet and Making Good Use of Information Resources;
- Career Development Tools and Self-Help Resources that:
 - are current, relevant, culturally appropriate and suited to a range of literacy levels
 - include Job Banks, Internet instructional programs, and support equipment (word processor, fax machine, telephone)
 - includes coaching to become self-sufficient in using career tools and self-help resources;
- Assessment of Learning Needs;
- Workshops on:
 - Career Planning
 - WorkSearch/Work Creation
 - Resume Writing
 - Interview Techniques
 - Educational Planning
 - Managing Transitions
 - Building Life/Work Balance;
- Career Development Counselling (Problem-Solving);
- Referrals to community and other resources to assist client when issues to be resolved are outside the scope of career development practice;
- Communications Strategy on programs and services offered for clients in the community.

G. DATA GATHERING TOOLS

Clients and service providers are continuously evaluating programs and services. Clients try to determine if a particular program or service is helpful to them, what progress they are making, and whether or not to continue.

Service providers, in turn, try to determine if they are being helpful, what difference a program or service is making and what adjustments might increase the likelihood that client learning outcomes will be achieved.

The issue is not starting to collect data or evidence - but rather starting to collect it systematically. An accountability framework requires a systematic approach to recording evidence so that comparisons can be made, improvements recognized and improvements initiated. In order to make the collection of data or evidence as easy as possible you will want to use the fewest number of instruments or approaches that will still provide the meaningful and useful evidence that you need.

What follows is a data/evidence gathering chart which:

- outlines content and activities for each component of Basic Service;
- responds to critical data gathering questions;
- references, for each component, a data gathering tool to collect evidence on this specific component;
- reference a Standards Check List for the delivery of the Basic Level of Service as a whole;
- includes optional tools to guide workshop development (not part of basic services and a specialized activity).

These tools may be "used as is" (as many as needed), used singly to gather data on a specific component of most interest or used as models to design your own instruments. It is quite easy to design "good" tools. A "good" data-gathering tool means one whose results are consistent and acceptable:

Consistency: If two people collect the same evidence, they will get the same results;

Acceptability: All stakeholders (clients; service providers; managers) will find the results meaningful.

DATA GATHERING - ORGANIZER

BASIC LEVEL	CONTENT & ACTIVITIES	HOW DO I KNOW I AM DOING IT WELL? (HOW WELL?)	WHAT ARE CLIENTS LEARNING?	HOW WILL I KNOW WHAT CLIENTS ARE LEARNING? (EVIDENCE & TOOLS)
Assessment of Service Needs	- Welcome client - Clarify nature of client request - Explain the services offered - Clarify fit between client request and services offered - Suggest service options - Reach joint conclusions - Client confirms/agrees with suggested service	See Client Feedback Check List 1.0	Knowledgeable about: - programs and services - self-help resources - how to access assistance	See Client Feedback Check List 1.0
Information Giving/ Instruction in Information Use	- Determine the career development, occupational and labour market information needs of clients and the community - Establish a current resources/ information base - Maintain a current resources/ information base - Provide to client and community, information needs in culturally relevant and understandable language - Evaluate delivery of information session - Evaluate client outcomes	Group Information Session Feedback Form 2.0	(No client learning outcomes for the first 3 and the last item) other items: Able to: - use self-help resources including Internet independently - select best programs/services for need - choose apprenticeship opportunities	Group Information Session Feedback Form 2.0
Use of Self-Help Resources	- Establish a current resources/ information base - Provide coaching to use self-help resources and Internet resources as required - Evaluate client outcomes	Client will independently begin to use information, Internet and ask specific questions	Client independent use of resources	Client Feedback Check List 1.0

BASIC LEVEL	CONTENT & ACTIVITIES	HOW DO I KNOW I AM DOING IT WELL? (HOW WELL?)	WHAT ARE CLIENTS LEARNING?	HOW WILL I KNOW WHAT CLIENTS ARE LEARNING? (EVIDENCE & TOOLS)
Assessment of Client Learning Needs	• Explain and agree on process • Identify/clarify specific learning needs • Agree on learning goals • Explore programs/services to assist in achieving goal(s) • Client confirms/agrees with program/service learning plan • Maintain appropriate records	Client will be engaged in the assessment process and will agree with the importance of the information being explored	• Clear about learning needs • Able to choose program/service best suited to needs • Motivated to engage in a learning plan	See Assessment of Client Learning Needs Form 3.0
Workshop Facilitation	• Preparation • Determine learner needs • Organize instructional materials and facilities to accommodate learner needs • Deliver the workshop • Evaluate instructional process • Evaluate client outcomes • Analyze evaluation data and revise instruction as needed • Maintain appropriate client records and follow-up	A facilitator delivery guide will be specified for each workshop and included as part of the participant handout materials and the facilitator's guide	This will be specified for each workshop and included as part of the participant handout materials and the facilitator's guide	Appropriate client learning gathering forms will be specified for each workshop and included as part of the participant handout materials and the facilitator's guide. In addition, see: 4.0 Workshop Feedback Form 4.1 Workshop Learning Goals 4.2 Client Outcomes

BASIC LEVEL	CONTENT & ACTIVITIES	HOW DO I KNOW I AM DOING IT WELL? (HOW WELL?)	WHAT ARE CLIENTS LEARNING?	HOW WILL I KNOW WHAT CLIENTS ARE LEARNING? (EVIDENCE & TOOLS)
Career Development Counselling (Problem-Solving)	• Establish a collaborative relationship • Establish mutual expectations • Assist client to explore and problem solve on the presenting issue(s) • Assist client to develop an appropriate action plan based on the problem-solving • Assist client to know how to begin to implement the action plan • Assist client to know how to sustain the action plan in a self-directed way • Provide further support when requested and as appropriate • Maintain appropriate client records	• Client will be engaged in the problem-solving process. • Client will take steps on action plan • Client will report learning progress	A select number of Learning Outcomes are detailed on 9.0. Learning plan will be individualized and become part of Client Action Plan	• 5.0 - 5.1 Client Action Planner • 5.2 Process is evaluated through the Client Involvement Check List • 5.3 Client Outcomes • 5.4 Client Feedback Form
Referral	• Clarify client needs • Access and maintain a referral network • Assess with client most appropriate referral source • Plan with client the referral process • Make appropriate referrals internally and externally • Follow-up with client and referral source when and where appropriate • Maintain appropriate client records	Client makes contact with referral agency/organization and follows through to make appropriate change.	How to access to community resources	See Referral Follow-up Form 6.0

BASIC LEVEL	CONTENT & ACTIVITIES	HOW DO I KNOW I AM DOING IT WELL? (HOW WELL?)	WHAT ARE CLIENTS LEARNING?	HOW WILL I KNOW WHAT CLIENTS ARE LEARNING? (EVIDENCE & TOOLS)
Partnerships	• Develop and maintain professional network • Identify project appropriate for partnering • Identify appropriate partners for project • Facilitate agreement on what each partner will contribute to the project • Facilitate agreement on what each partner expects to gain from the project • Sustain motivation among partners in the project • Initiate appropriate acknowledgement	• New partnerships increase; • Existing partnerships sustain • All partners are active and agree that partnership is meeting goals.	Client learning is indirect. Increased centre partnerships improve broad client access to programs and services	Partnership Tracking Form 7.0
Mobilizing Community Resources	• Identify area of need • Access community network • Recruit appropriate resources for initiative • Sustain motivation for project • Initiate appropriate acknowledgements	• New partnerships increase; • Existing partnerships sustain • All partners are active and agree that partnership is meeting goals.	Same as Partnerships	Partnership Tracking Form 7.0

BASIC LEVEL	CONTENT & ACTIVITIES	HOW DO I KNOW I AM DOING IT WELL? (HOW WELL?)	WHAT ARE CLIENTS LEARNING?	HOW WILL I KNOW WHAT CLIENTS ARE LEARNING? (EVIDENCE & TOOLS)
Communications (Marketing)	- Identify criteria to guide development of communications strategy i.e.: - literacy level; culturally relevant; - frequency of updating; scope of information - success stories: - clients - community - staff - territory - success indicators - Develop multi-media communications strategy (newspaper/radio/pamphlet/ signage/poster) to inform community of programs/services offered - Develop and implement a strategy to disseminate information throughout community - Develop and implement tools to solicit feedback from community on quality and effectiveness of strategy - Revise strategy based on feedback - Review/refine strategy and tools regularly	Review community feedback (see 8.0)	Range of programs/services and community partners	Communications (Marketing) Planning Tool (8.0)
Basic Level of Services: Standards Check List	Summary 10.0	See 10.0	See 9.0	See 10.0

BASIC LEVEL	CONTENT & ACTIVITIES	HOW DO I KNOW I AM DOING IT WELL? (HOW WELL?)	WHAT ARE CLIENTS LEARNING?	HOW WILL I KNOW WHAT CLIENTS ARE LEARNING? (EVIDENCE & TOOLS)
Development Workshop (Optional)	• Identify nature of clients for program (11.0) • Identify client learning outcomes (9.0) • Plan client learning evaluation procedures • Plan processes to facilitate client learning outcomes • Plan evaluation procedures • Develop participant materials • Develop detailed agenda for program • Develop facilitator delivery guide	Each workshop will be manualized and used by a person who is different than the workshop developer. The proof of the quality of the program will come from two sources: 1. How easily another facilitator can follow the facilitator guide 2. How well other facilitator can achieve similar levels of client learning	This will be specified for each workshop and included as part of the participant handout materials and the facilitator's guide	Each workshop will have the client outcomes and the evidence gathering process specified as part of the development process. Program Development Check List (11.1)

CLIENT FEEDBACK CHECK LIST - 1.0

ASSESSMENT OF SERVICE NEEDS AND USE OF SELF-HELP
RESOURCES

	Rating (see scale below)				
	0	1	2	3	4
Staff at the Career Development Centre:					
• made me feel welcome					
• took time to understand what programs/services I wanted					
• explained available self-help resources, programs and services					
• helped direct me to self-help resources, programs/services to assist me					
Generally speaking, how do you rate each of the following:					
• centre resources (fax; telephone; word processor) easy to access					
• computers easy to access and use					
• centre staff easy to access					
• centre resources understandable					
• help offered to learn how to use resources and computers					
• help offered to access workshops, counselling and other services					
• overall level of service					
At the beginning, how able were you to use the self-help resources available to you?					
Now, how able are you to use the self-help resources?					
At the beginning, how knowledgeable were you about the resources, programs and services available to you?					
Now, how knowledgeable are you about the resources, programs and services available to you?					
Assign the appropriate rating					
0 = very poor					
1 = poor					
2 = minimally acceptable					
3 = good					
4 = excellent					

Very poor

Excellent

GROUP INFORMATION SESSION – 2.0

What information session did you participate in?

- Orientation to Programs and Services ☐
- Information on Apprenticeship Opportunities ☐
- Orientation to Using the Internet ☐
- Orientation to Making Good Use of Information Resources ☐
- Other: Please name: _____ ☐

	Rating (see scale below)				
	0	1	2	3	4
Generally speaking, how do you rate the following:					
• Information Session was understandable and clear					
• Information Session was organized					
• Information Session was interesting					
• Information Session was useful					
• Information Session atmosphere was welcoming					
• Information Session atmosphere was professional					
• Information Session atmosphere was participatory and invited questions					
At the beginning, how knowledgeable were you about the information covered in the session?					
At the end, how knowledgeable are you?					
How able are you to make use of the information you received?					
Please give the session an overall rating					
Assign the appropriate rating					
0 = very poor					
1 = poor					
2 = minimally acceptable					
3 = good					
4 = excellent					
Very poor Excellent ----- ----- ----- -----					

ASSESSMENT OF CLIENT LEARNING NEEDS – 3.0

In order to determine the appropriate intervention for a client, it is important to have a clear picture of the client's strengths and any barriers that will need to be addressed if the client is to be successful.

- Clarify the client's learning needs and how the client would like to be different after the service is complete.
- Clarify the client's strengths and barriers.
 - What sorts of skills and knowledge clients will need to be successful?
 - What sorts of attitudes clients will need to make satisfactory progress?
 - What sorts of barriers a client might be facing that would make it more difficult to be successful?
- Agree on learning goals;
- Recommend the type of program/service learning plan that would be most appropriate.

The following check list will help to make the elements of the process more specific :

Client Learning Needs: • • •		
Strengths	Barriers	Learning Goals (see attached 3.1)
Skills:		
•		
•		
•		
•		
Knowledge:		
•		
•		Program/Service Learning Plan
•		
•		
Attitudes:		
•		
•		
•		
•		

LEARNING GOALS

Learning Goals	Evidence of Learning Progress	Client Agrees?
Motivated to set goals for work, learning and/or productive choices		☐ Yes ☐ No
Clarity about strengths and personal characteristics		☐ Yes ☐ No
Higher self-confidence regarding capacity to be a successful worker		☐ Yes ☐ No
Better at accessing learning, community and labour market information		☐ Yes ☐ No
Better at identifying a range of learning work and productive choice opportunities and their requirements.		☐ Yes ☐ No
Better at managing and taking corrective action on personal barriers interfering with choices for success		☐ Yes ☐ No
Better at managing external/systemic work choice barriers		☐ Yes ☐ No
Improved work skills and habits		☐ Yes ☐ No
Better decision-making skills		☐ Yes ☐ No
Better work search/work creation skills		☐ Yes ☐ No
Better skills for work/life transitions		☐ Yes ☐ No
Able to balance life/work roles		☐ Yes ☐ No
Other:		☐ Yes ☐ No
Other:		☐ Yes ☐ No

WORKSHOP FEEDBACK FORM – 4.0

CLIENT FEEDBACK

Name of Workshop _____

Rating (see scale below)				
0	1	2	3	4

Initially, the following learning goals were identified to be met by this workshop. Please indicate how well each of these needs have been met for you. (List the specific needs.)

•					
•					
•					
•					

In addition to the above, some needs may have been identified during the workshop as being important to you. Please indicate how well each of these needs have been met for you. (List the specific needs.)

•					
•					
•					
•					

Do you now have a goal or next step to follow?

☐ Yes ☐ No

If yes, what is your goal and next step: _____

How optimistic are you that your goal/next step will be achieved

--	--	--	--	--	--

Assign the appropriate rating

0 = very low

1 = low

2 = OK

3 = high

4 = very high

Very low

Very high

--	--	--	--	--

WORKSHOP LEARNING GOALS

Workshop Learning Goals (General)	Learning Goals (Specific) See 9.0
Motivated to set goals for work, learning and/or productive choices	
Clarity about strengths and personal characteristics	
Higher self-confidence regarding capacity to be a successful worker	
Better at accessing learning, community and labour market information	
Better at identifying a range of learning work and productive choice opportunities and their requirements.	
Better at managing and taking corrective action on personal barriers interfering with choices for success	
Better at managing external/systemic work choice barriers	
Improved work skills and habits	
Better decision-making skills	
Better work search/work creation skills	
Better skills for work/life transitions	
Able to balance life/work roles	
Other:	
Other:	

CLIENT OUTCOMES - GROUP WORKSHOP - 4.1

Nature of Intervention: Workshop _____
 Other _____

Duration of Intervention: Length of Workshop _____
 Length of Other Intervention _____

Client Outcomes Chart

Client Outcomes Chart	Rating (see scale below)				
	0	1	2	3	4
Learning Outcomes					
Motivated to set goals for work, learning and/or productive choices					
Clarity about strengths and personal characteristics					
Higher self-confidence regarding capacity to be a successful worker					
Better at accessing learning, community and labour market information					
Better at identifying a range of learning work and productive choice opportunities and their requirements.					
Better at managing and taking corrective action on personal barriers interfering with choices for success					
Better at managing external/systemic work choice barriers					
Improved work skills and habits					
Better decision-making skills					
Better work search/work creation skills					
Better skills for work/life transitions					
Able to balance life/work roles					
Rate the extent of learning achieved by client(s) as a result of the learning intervention 0 = very poor 1 = poor 2 = minimally acceptable 3 = good 4 = Excellent					

Very poor Excellent
 | | | |

	Yes	In Process	No	Don't Know
Work-related outcomes				
• Full-time employment				
• Part-time employment				
• Contract employment / self-employed				
• Productive choice not linked to wage economy				
• Self-sufficiency using combination of traditional and contemporary options; e.g., hunting, trapping, bartering, etc.				
• Completed intervention and seeking employment				
• Not seeking work				
Referral				
• Skill training				
• Academic training				
• Language training				
• Other referral				
Other outcomes (please list)				
•				
•				
•				
Self-reliant with respect to action plan				

CLIENT ACTION PLANNER – 5.0

Action Plan for:

Learning Goal(s):
(See 5.1 and 9.0)

Action steps		Date completed	Evidence	Finished (✓ check)
1.				
2.				
3.				
4.				
5.				

Special learning barriers to overcome	Plan to overcome them

Follow-up Plans: (include Support System)

Reward for completing goal

CAREER DEVELOPMENT COUNSELLING (PROBLEM-SOLVING) – 5.1

LEARNING GOALS

Career Counselling Goals (General)	Learning Goals (Specific) See 9.0	Client Agrees?
Motivated to set goals for work, learning and/or productive choices		☐ Yes ☐ No
Clarity about strengths and personal characteristics		☐ Yes ☐ No
Higher self-confidence regarding capacity to be a successful worker		☐ Yes ☐ No
Better at accessing learning, community and labour market information		☐ Yes ☐ No
Better at identifying a range of learning work and productive choice opportunities and their requirements		☐ Yes ☐ No
Better at managing and taking corrective action on personal barriers interfering with choices for success		☐ Yes ☐ No
Better at managing external/systemic work choice barriers		☐ Yes ☐ No
Improved work skills and habits		☐ Yes ☐ No
Better decision-making skills		☐ Yes ☐ No
Better work search/work creation skills		☐ Yes ☐ No
Better skills for work/life transitions		☐ Yes ☐ No
Able to balance life/work roles		☐ Yes ☐ No
Other:		☐ Yes ☐ No

CLIENT INVOLVEMENT CHECK LIST – 5.2

Please check each way you have involved your client in the counselling process.

As a reliability check, your clients also may be asked to complete this check list.

Client Name: _____		
Explore together relevant aspects of client problem situation	Yes ☐	No ☐
Explore together client past attempts to resolve problems	Yes ☐	No ☐
Reach agreement on client goal, framed as a preferred alternative	Yes ☐	No ☐
Set learning objectives together in the first interview	Yes ☐	No ☐
Clients are assured of confidentiality as part of the initial interview	Yes ☐	No ☐
Client's role in counselling is reviewed as part of the initial interview	Yes ☐	No ☐
Brainstorm alternatives for reaching goal	Yes ☐	No ☐
Reach agreement on preferred action alternative	Yes ☐	No ☐
Client identifies support systems for taking action	Yes ☐	No ☐
Client identifies support systems for maintaining change	Yes ☐	No ☐
Document progress towards learning objectives	Yes ☐	No ☐
Before completing an intervention, client's progress is reviewed with them in the context of their learning objectives	Yes ☐	No ☐
Client recognizes that change was due to own time and effort in career counselling	Yes ☐	No ☐
Other: _____	Yes ☐	No ☐
Other: _____	Yes ☐	No ☐

CLIENT OUTCOMES - CAREER DEVELOPMENT COUNSELLING (PROBLEM-SOLVING) - 5.3

Nature of Intervention: Career Development Counselling _____
 Other _____

Duration of Intervention: Number of Problem-Solving Interviews _____
 Length of Other Intervention _____

Client Outcomes Chart	Rating (see scale below)				
	0	1	2	3	4
Learning Outcomes					
Motivated to set goals for work, learning and/or productive choices					
Clarity about strengths and personal characteristics					
Higher self-confidence regarding capacity to be a successful worker					
Better at accessing learning, community and labour market information					
Better at identifying a range of learning work and productive choice opportunities and their requirements.					
Better at managing and taking corrective action on personal barriers interfering with choices for success					
Better at managing external/systemic work choice barriers					
Improved work skills and habits					
Better decision-making skills					
Better work search/work creation skills					
Better skills for work/life transitions					
Able to balance life/work roles					
Other: (please specify)					
Rate the extent of learning achieved by client(s) as a result of the learning intervention 0 = very poor 1 = poor 2 = minimally acceptable 3 = good 4 = excellent					

Very poor
Excellent

	Yes	In Process	No	Don't Know
Work-related outcomes				
• Full-time employment				
• Part-time employment				
• Contract employment / self-employed				
• Productive choice not linked to wage economy				
• Self-sufficiency using combination of traditional and contemporary options; e.g., hunting, trapping, bartering, etc.				
• Completed intervention and seeking employment				
• Not seeking work				
Referral				
• Skill training				
• Academic training				
• Language training				
• Other referral				
Other outcomes (please list)				
•				
•				
•				
Self-reliant with respect to action plan				

CLIENT REFERRAL/FOLLOW-UP – 6.0

Client name:	
Problem indicating referral:	
Referral agency:	
Contact person:	
Program or service suggested:	
Follow-up date(s)	

	Rating (see scale below)				
Outcome	0	1	2	3	4
• Extent to which agency provided service requested					
• Quality of service provided by referral agency					
• Degree to which client engage in agency program/service					
• Degree of client change					

Assign the appropriate rating

0 = very low

1 = low

2 = OK

3 = high

4 = very high

Very low Very high

| | | |

Would you use this agency another time? ☐ Yes ☐ No

Comments:

PARTNERSHIP TRACKING FORM - 7.0

Name of project		
Name of the partners		
What does each partner expect to get out of the partnership?		
Name:	Name:	Name:

What is each partner prepared to contribute to the partnership?		
Name:	Name:	Name:

Detailed Plan for Project			
Task	Time	Responsibility	Evidence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

COMMUNICATIONS (MARKETING) PLANNING TOOL – 8.0

Target Audience (s)	
Where will they access? • schools • agencies • libraries • shopping centres • T.V. • Radio	
Key Objectives	
Criteria • Literacy level • language • culturally appropriate • •	
Mode of Delivery • Newspaper • Radio • Pamphlets • Signage • Poster	
Dissemination Strategy: Who/Where/When/How often?	
Feedback Tools: • Quality • Effectiveness	
Evaluation Evidence: How will we judge success?	

DETAILED CHECK LIST OF POTENTIAL CAREER DEVELOPMENT CLIENT LEARNING OUTCOMES - 9.0

• FOR ALL PROGRAMS AND SERVICES

Please rate each item using the scale described at the bottom of this page. (If a particular item is not relevant for your client, programs or services draw a line through the rating boxes for that item).

	Rating (see scale below)				
	0	1	2	3	4
Readiness and Motivation for Future Planning					
• Can identify the positive contributions and productive choices individuals make to their communities					
• Sees self as capable of contributing to community					
• Able to recognize past accomplishments					
• Able to set personal goals and believes in own capacity to achieve them					
• Able to identify strategies to overcome personal barriers to work and learning					
Knows Self					
• Able to identify and appreciate own values, interests, attitudes and personal characteristics					
• Able to identify and appreciate own strengths (abilities, skills, knowledge, gifts, imagination and creativity)					
• Understand the cultural context in which life/work planning takes place					
• Identifies and appreciates external assets (personal relationships, networks, finances and resources)					
Decide if the outcome use is very important or not important as a learning outcome for your client, program or service.					
0 = not important at all 1 = in between not and somewhat 2 = somewhat important 3 = in between somewhat and very 4 = very important Not important Very important					

	Rating (see scale below)				
	0	1	2	3	4
Aware of Opportunities					
• Gathers a range of information (from people, mentors, electronic/print media, community and organizational) and effectively uses it to identify opportunities for learning, working and making positive community contributions					
• Able to assess the personal uses/limitations of labour market information by applying critical thinking and reflection					
• Recognizes that labour market information comes in various forms and from various places, e.g., newspapers, coffee shop, Internet and community events					
• Understands the significance of socio-cultural factors, gender issues and stereotyping/bias on work roles and opportunity					
• Able to identify a range of opportunities for community service, volunteering, traditional pursuits, technical and academic training, apprenticeship, work and entrepreneurship					
• Sees the connection between attitudes, knowledge, skills, education/training experience and opportunities					
• Recognizes requirements (skills, knowledge, attitudes, education and experience) for various work/life roles					
Ready for Work					
• Demonstrates positive work attitudes and behaviours					
• Can identify and practice skills, knowledge and attitudes required for range of work options (including self-employment; combining traditional/non-traditional, wage/non-wage)					
• Demonstrates attitudes, practical skills and work skills necessary to obtain and maintain selected work options					
• Demonstrates effective interpersonal skills for working with others					
• Demonstrates skills, knowledge and attitudes to overcome barriers to selected work options and work/life path (both barriers created by self and those created by others/circumstances)					
• Sees oneself as skilful (self-confidence)					
• Can identify gaps in skills, knowledge and experience needed to pursue selected work options and work/life path					

	Rating (see scale below)				
	0	1	2	3	4
Able to Make Decisions and Plan					
• Can apply effective decision-making strategies that incorporate an awareness of what is personally important with work and productive choice options that exist					
• Identifies internal (personal) and external (environmental) conditions that may affect decision-making					
• Can identify short and long term consequences of decisions on self and others					
• Able to evaluate/assess available opportunities and to choose options(s) that best support achievement of goals and work/life path					
Able to Seek Out/Create Work Opportunities					
• Draws on personal characteristics, passions, strengths, resources and experience to seek out opportunities					
• Identifies and accesses people, networks, resources and services that can assist in seeking out and creating opportunities					
• Accesses information related to specific employers and self-employment opportunities					
• Identifies specific work opportunities that fit with goals and work/life path					
• Produces effective support tools (such as resumes, applications, cover letters, employment proposals and business plans) to help in the pursuit of work opportunities					
• Prepares for and participates in successful work interviews, self-marketing or business plan presentation					
Manages Career Transitions and the Unexpected					
• Recognizes changes in priorities, goals and work activities as a normal part of a person's career development					
• Anticipates, prepares for and copes effectively with work and employment transitions					
• Identifies personal learning needs and manages life-long learning					

	Rating (see scale below)				
	0	1	2	3	4
• Anticipates and builds support networks for managing change (ex. relocation, need for new skills/knowledge/attitudes) that may occur throughout one's career					
• Builds and makes use of a network of contacts and supports and acts as a support to others					
• Identifies skills, knowledge and attitudes that enable one to switch from one kind of role to another					
• Applies skills, knowledge and attitudes that are needed to undertake personal economic decisions (ex. financial planning) and actions with confidence and competence					
• Demonstrates a capacity to be self-reliant with own work/life path					
Able to Balance Life/Work Roles					
• Recognizes the links between work, physical and mental health, family, friends, community, learning, happiness, and changes in life priorities over the life span					
• Can identify factors (such as status, family, culture, values, work choices and work habits) that may affect personal life style and happiness					
• Recognizes ways in which work-related skills, knowledge and attitudes can be acquired through a range of traditional, community and leisure activities					
• Demonstrates the ability to balance the demands of work, family, friends, community responsibilities and leisure interests					
• Identifies and participates in activities that help maintain good physical and mental health					
• Recognizes and manages the stress factors that affect life and happiness					
• Assesses choices and set priorities based on values, personal meaning and the achievement of balance of life/work roles					

SERVICE STANDARDS CHECK LIST - 10.0

	% of time	Rating (see scale below)				
		0	1	2	3	4
Staff time use: (record % of time spent, then rate overall effectiveness of time allocation)						
• Assessing service needs						
• Information giving/instruction						
• Coaching on using resources/Internet						
• Assessing client learning needs						
• Workshop facilitation						
• Career Development Counselling (Problem-Solving)						
• Referral						
• Partnerships						
• Mobilizing community resources						
• Communication (marketing)						
General Service Evaluation Factors						
• accessibility	n/a					
• timelines	n/a					
• responsiveness	n/a					
• general client satisfaction	n/a					
Assign the appropriate rating						
0 = very poor		Very poor		Excellent		
1 = poor						
2 = minimally acceptable						
3 = good						
4 = excellent						

	# of clients	Rating (see scale below)				
		0	1	2	3	4
Client flow: (record # clients for each area, then rate overall effectiveness of service)						
• Used self-help resources including Internet						
• Participated in Information Sessions:						
– Orientation to Services/Programs						
– Apprenticeship Opportunities						
– LMDA						
– Orientation to Internet and Resources						
• Received Assessment of Learning Needs Interviews						
• Participated in Learning Workshops:						
– Career Planning						
– WorkSearch/Work Creation						
– Resume Writing						
– Interview Techniques						
– Educational Planning						
– Managing Transitions						
– Building Life/Work Balance						
– Other: Please name _____						
• Career Development Counselling (Problem-Solving)						
• Referred to:						
– Skills Training						
– Academic Upgrading						
– Post-secondary						
– Other Community Agency						
– Other: _____						

	# of clients	Rating (see scale below)				
		0	1	2	3	4
• Total # of clients (some client may receive more than 1 service)						
Assign the appropriate rating 0 = very poor 1 = poor 2 = minimally acceptable 3 = good 4 = excellent						
Very poor Excellent						

WORKSHOP DEVELOPMENT PARTICIPANT CHARACTERISTICS – 11.0

- Specify the assumptions about the type of clients for which this is intended.
 - What sorts of skills and knowledge clients will need to be successful?
 - What sorts of attitudes clients will need to make satisfactory progress?
 - What sorts of barriers a client might be facing that would make it more difficult to be successful? (These should be anticipated and a plan to deal with the barriers should be included as an optional component, to be used if the need arises.)
- In the initial screening, the client factors can be used to determine if a particular person would be appropriate for the workshop.

The following check list will help to make the elements of the process more specific (see example attached).

Name of Workshop: _____

Client Characteristics							
	No	?	Yes	Barriers	Min	?	Max
Skills:				Personal			
Knowledge:				Family			
Attitudes				Environment			

WORKSHOP DEVELOPMENT PARTICIPANT CHARACTERISTICS (EXAMPLE)

When developing a new workshop, or modifying an existing one, it is important to have a clear picture of the type of client for whom the workshop is intended.

- Specify the assumptions about the type of clients for which the workshop is intended.
 - What sorts of skills and knowledge clients will need to be successful?
 - What sorts of attitudes clients will need to make satisfactory progress?
 - What sorts of barriers a client might be facing that would make it more difficult to be successful? (These should be anticipated and a plan to deal with the barriers should be included as an optional component, to be used if the need arises.)
- In the initial screening, the client factors can be used to determine if a particular person would be appropriate for the workshop.

The following check list will help to make the elements of the process more specific.

Title of Workshop **EDUCATIONAL PLANNING WORKSHOP**

Client Characteristics							
Strengths Needed/ Recommended to Succeed in Workshop	No	?	Yes	Barriers Which Would Need an Action Plan	No	?	Yes
Skills:				Personal			
• communication		✓		• adequate finances			✓
• anger management			✓				
• basic work habits			✓				
• manages personal barriers			✓				
• decision-making	✓						
• work search	✓						
• transitions	✓						
• life/work balance	✓						
Knowledge:				Family			
• clear about strengths and personal characteristics	✓			• no support network		✓	
• able to access learning, community and labour market information	✓						
• able to identify learning opportunities and requirements	✓						
Attitudes				Environment			
• open to learning			✓	• place to study			✓
• motivated to set goals			✓				
• good level of self-confidence		✓					

WORKSHOP DEVELOPMENT CHECK LIST – 11.1

Name of Workshop: _____

Workshop Developer: _____

1. Specified participant characteristics ☐
2. Specified client learning outcomes to be achieved ☐
3. Specified client learning evaluation procedures ☐
4. Specified processes/activities to facilitate client learning outcomes ☐
5. Specified procedures for evaluating delivery processes ☐
6. Develop participant materials ☐
7. Develop detailed agenda for program ☐
8. Develop facilitator delivery guide ☐
9. Develop program evaluation & feedback form ☐
10. Pilot test the program ☐
11. Revise the program based on feedback and reported learning outcomes ☐

I. IMPLEMENTATION PROCEDURES

ACCOUNTABILITY ACTION PLAN

A seven-step plan is suggested:

1. Agree in advance

- *What you will evaluate;*
- *What evidence you will accept as indicating success;*
- *What you will do with the results.*

Staff; Supervisors; Management (and other Stakeholders who should be involved) need to be active in this step and agree in advance to answers to the three What questions.

What will you Evaluate? (12.0)

What evidence will you accept? (12.1-12.4)

What will you do with the results? (12.5)

Once you decide on the responses to the three questions, select the most appropriate data gathering instruments from those included in the framework (1.0 - 10.0). (You may prefer to design your own data gathering instruments to capture local realities. The existing tools provide models to use and adapt for this purpose.)

2. Seek out and include anecdotal evidence of results from other sources in the community. What do clients, local businesses, schools, parents say about your services? How many people come to you because they were referred by former clients who were helped? Anecdotal evidence is valid evidence but is often disregarded as not "statistical" or "too subjective". Who, however knows better how

well services are working than those who receive it or benefit directly or indirectly from it?

3. Gather data according to an established time frame. Decide on how often certain kinds of data will be collected.

When will Data/Evidence be gathered (12.6)

4. Involve all staff in reviewing results and in the planning process to take appropriate action based on results.

Strategies to Involve Staff 12.7

- Review and analyze the results (data gathering and anecdotal).

Strategies for Working with Negative Results (12.8)

Strategies for Working with Positive Results (12.9)

- Build and implement your Communications Strategy informing stakeholders about the specific results most important to them. In doing so review the Accountability indicators to ensure that your office is implementing the practice and spirit of the Accountability Framework, that is treating success, accomplishment and correction as equal partners in accountability.

Accountability/Communications Planning Tool (12.10)

- Hold yourself (Staff, Supervisors, Managers) accountable for your role in implementing the Accountability framework practice and spirit.

Accountability for Accountability Framework (Staff) (12.11)

Accountability for Accountability Framework (Supervisors) (12.12)

WHAT DO YOU WISH TO EVALUATE? - 12.0

	Already	Want to
<i>Your Centre's performance:</i>		
• Providing appropriate inputs (money, staff, time, resources)	_____	_____
• Efficient use of inputs (money, staff, time, resources)	_____	_____
• Client participation in programs/services;	_____	_____
• Client wait lists	_____	_____
• Achieving your centre's mandate	_____	_____
• Other: _____	_____	_____
• Other: _____	_____	_____
<i>Your service provider's performance:</i>		
• Providing quality services	_____	_____
• Delivering interventions appropriate to clients and community	_____	_____
• Quality of Client Career Action Plans	_____	_____
• Other: _____	_____	_____
• Other: _____	_____	_____
<i>Your client's performance:</i>		
• Workshop/counselling attendance; involvement	_____	_____
• Career action plans completed	_____	_____
• Career action plans actually implemented	_____	_____
• Learning outcomes achieved	_____	_____
• Resolving the original issue(s)	_____	_____
• Other: _____	_____	_____
• Other: _____	_____	_____

WHAT DATA/EVIDENCE WILL BE ACCEPTED? - 12.1

(INPUTS)

Acceptable Evidence	Evaluation Criteria			Stakeholders agree?	
	Baseline	Target	Minimum Acceptable		
Number of clients per full time staff				Yes	No
Average amount of time per client				Yes	No
Percent of staff time on:					
• Information sessions				Yes	No
• Workshop delivery				Yes	No
• Counselling				Yes	No
• Partnership projects				Yes	No
• Communications				Yes	No
• Community activities				Yes	No
• Professional development				Yes	No
Agency objectives:					
•				Yes	No
•				Yes	No
•				Yes	No
Agency values:					
•				Yes	No
•				Yes	No
•				Yes	No
Other:				Yes	No

WHAT DATA/EVIDENCE WILL BE ACCEPTED? - 12.2

SERVICE PROVIDER

"✓"	Acceptable Evidence	Evaluation Criteria			Stakeholders agree?	
		Baseline	Target	Minimum Acceptable		
	Service Appropriateness					
_____	• Assesses client's needs	_____	_____	_____	Yes	No
_____	• Matches client need to service	_____	_____	_____	Yes	No
_____	• Refers client to others if appropriate	_____	_____	_____	Yes	No
	Service Provider					
_____	• Follows centre guidelines	_____	_____	_____	Yes	No
_____	• Adapts workshops to address specific barriers faced by the client	_____	_____	_____	Yes	No
_____	• Clients have quality career action plans	_____	_____	_____	Yes	No
_____	• Keeps complete service records	_____	_____	_____	Yes	No
_____	• Regularly gets feedback from clients on effectiveness of information sessions	_____	_____	_____	Yes	No
_____	• Regularly gets feedback from clients on effectiveness of counselling	_____	_____	_____	Yes	No
_____	• Regularly gets feedback from clients on effectiveness of workshops	_____	_____	_____	Yes	No
_____	• Demonstrates evidence of adjusting delivery in response to feedback	_____	_____	_____	Yes	No

"✓"	Acceptable Evidence	Evaluation Criteria			Stakeholders agree?	
		Baseline	Target	Minimum Acceptable		
	Client engagement					
	• Keeps appointments				Yes	No
	• Completes homework				Yes	No
	• Sustains motivation				Yes	No
	• Takes action on career plan				Yes	No

WHAT DATA/EVIDENCE WILL BE ACCEPTED? - 12.3

CLIENT OUTCOMES

“✓”	Acceptable Evidence	Evaluation Criteria			Stakeholders agree?	
		Baseline	Target	Minimum Acceptable		
Learning Outcomes						
_____	Motivated to set goals for work, learning and/or productive choices	_____	_____	_____	Yes	No
_____	Clarity about strengths and personal characteristics	_____	_____	_____	Yes	No
_____	Higher self-confidence regarding capacity to be a successful worker	_____	_____	_____	Yes	No
_____	Better at accessing learning, community and labour market information	_____	_____	_____	Yes	No
_____	Better at identifying a range of learning, work and productive choice opportunities and their requirements.	_____	_____	_____	Yes	No
_____	Better at managing and taking corrective action on personal barriers interfering with choices for success	_____	_____	_____	Yes	No
_____	Better at managing external/systemic work choice barriers	_____	_____	_____	Yes	No
_____	Improved work skills and habits	_____	_____	_____	Yes	No
_____	Better decision-making skills	_____	_____	_____	Yes	No
_____	Better work search/work creation skills	_____	_____	_____	Yes	No
_____	Better skills for work/life transitions	_____	_____	_____	Yes	No
_____	Able to balance life/work roles	_____	_____	_____	Yes	No

✓ Acceptable Evidence	Evaluation Criteria			Stakeholders agree?	
	Baseline	Target	Minimum Acceptable		
Work-related outcomes:				Yes	No
Full-time employment				Yes	No
Part-time employment				Yes	No
Contract employment/self-employed				Yes	No
Productive choice not linked to wage economy				Yes	No
Self-sufficiency using combination of traditional and contemporary options; e.g., hunting, trapping, bartering, etc.				Yes	No
Completed intervention and seeking employment				Yes	No
Not seeking work				Yes	No
Referral:				Yes	No
Skill training				Yes	No
Academic training				Yes	No
Language training				Yes	No
Other referral				Yes	No
Other outcomes (please list)				Yes	No
*				Yes	No
*				Yes	No
*				Yes	No
Self-reliant with respect to action plan.				Yes	No

WHAT DATA/EVIDENCE WILL BE ACCEPTED? 12.4

SERVICE EVALUATION

Acceptable Evidence	Evaluation Criteria			Stakeholders agree?	
	Baseline	Target	Minimum Acceptable		
Accessibility • Services available: Regular hours Extended hours • % time phone busy • Physical accessibility • Materials in alternate formats (e.g., large print, audio, languages, culturally appropriate)				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No
Timeliness • % calls answered by ring 3 • Average days wait between referral and assistance • Average minutes delay in office before clients are seen				Yes	No
				Yes	No
				Yes	No
Responsiveness • Respect from staff • Courteous service • Helpful service • Clear communication • Client confidentiality				Yes	No
				Yes	No
				Yes	No
				Yes	No
				Yes	No

"✓" Acceptable Evidence	Evaluation Criteria			Stakeholders agree?	
	Baseline	Target	Minimum Acceptable		
Overall Satisfaction				Yes	No
• % rating service "good" or "very good"				Yes	No
• % of referrals from former clients				Yes	No
Other: _____				Yes	No

WHAT WILL YOU DO WITH THE RESULTS -12.5

	Already	Want to
Annual Report	_____	_____
Regular public/community report	_____	_____
Regular management report	_____	_____
In planning process, to modify delivery design	_____	_____
In staff supervision	_____	_____
In staff performance evaluation	_____	_____
In client feedback sessions	_____	_____
Other: _____	_____	_____
Other: _____	_____	_____
Other: _____	_____	_____
Other: _____	_____	_____

WHEN WILL DATA/EVIDENCE BE GATHERED? - 12.6

Approach	Stakeholders agree?	
Data collected (check all that apply):		
☐ monthly	Yes	No
☐ quarterly	Yes	No
☐ annually	Yes	No
☐ other: _____	Yes	No
Client-activity data collected (check all that apply):		
☐ before any program or service	Yes	No
☐ during program or service at intervals	Yes	No
☐ at the end of the program or service	Yes	No
☐ 3 months after end	Yes	No
☐ 6 months after end	Yes	No
☐ 12 months after end	Yes	No
☐ other: _____	Yes	No
Partnership-activity data collected:		
☐ before partnership plan	Yes	No
☐ during partnership plan	Yes	No
☐ at end of partnership plan	Yes	No
☐ 3 months after	Yes	No
☐ other: _____	Yes	No
☐ other: _____	Yes	No
☐ other: _____	Yes	No
☐ other: _____	Yes	No

STRATEGIES TO INCLUDE ALL STAFF IN STRATEGIC PLANNING - 12.7

	Already	Want to
Involve staff in implementing your accountability policies and framework	_____	_____
Involve staff in deciding on performance standards	_____	_____
Involve staff in deciding on the appropriate evidence	_____	_____
Review positive findings with staff during supervision	_____	_____
Review positive findings regularly at staff meetings	_____	_____
Provide rewards for staff receiving positive evaluations	_____	_____
Issue awards for staff receiving positive evaluations	_____	_____
Provide supervisory assistance with problem areas	_____	_____
Use evaluation results to plan staff training	_____	_____
Other: _____	_____	_____
Other: _____	_____	_____
Other: _____	_____	_____
Other: _____	_____	_____

STRATEGIES FOR WORKING WITH NEGATIVE RESULTS - 12.8

	Already	Want to
Step 1: Assess Poor Performance		
Request service provider's analysis		
Request supervisor's analysis		
Request input from client		
Request review by external agency		
Other: _____		
Step 2: Analyze Root Causes		
Distinguish between unique circumstances and ongoing problems		
Identify issues with service structure		
Identify issues with service delivery		
Identify issues with client selection		
Identify issues with client expectations		
Identify issues with provider training		
Identify issues with resourcing levels		
Identify issues with evaluation approach		
Other: _____		
Step 3: Resolve the Poor Performance		
Problem-solve resolution(s) of issue(s)		
Provide orientation/support for new approach		
Provide constructive feedback		
Other: _____		
Step 4: Publicize Improvements		
Report internally on positive changes		
Prepare a "before-and-after" item for publicity		
Other: _____		

STRATEGIES FOR WORKING WITH POSITIVE RESULTS - 12.9

	Already	Want to
Strategies - (Individual)		
Individual Feedback Interviews	_____	_____
Give Awards	_____	_____
Post Results on a Staff Bulletin Board	_____	_____
Post Results on a Public Bulletin Board	_____	_____
Letter of Congratulations from Senior Management (personally signed)	_____	_____
Staff Celebration	_____	_____
Other: _____	_____	_____
Internal Communications		
Copies of external communications to staff	_____	_____
Regular evaluation status reports at staff meetings	_____	_____
Evaluation status reports available electronically	_____	_____
Evaluation data available for on-line analysis	_____	_____
Evaluation master plan circulated	_____	_____
Evaluation master plan available on-line	_____	_____
Other: _____	_____	_____
External Communications		
Annual Report (publicly available)	_____	_____
Regular reports to community partners	_____	_____
Regular reports to referral sources	_____	_____
Newsletter (publicly available)	_____	_____

	Already	Want to
Periodic public copies of:		
____ organization chart		
____ quality of service principles		
____ standards of professional conduct		
____ evaluation policy		
Thank yous & client status to referral sources		
Other: _____		

ACCOUNTABILITY/COMMUNICATIONS PLANNING TOOL - 12.10

Type of Stakeholder	Information Needed (from 12.9)	How to Provide	How Often to Provide
Your centre's management			
You centre's career counselling supervisors			
Your centre's service providers			
Your clients			
Community boards, partners and other groups:			
•			
•			
Other:			
Other:			

ACCOUNTABILITY FOR ACCOUNTABILITY FRAMEWORK

SUMMARY SHEET: STAFF - 12.11

General Accountability Information	
Time interval: _____ to _____	
Number of clients providing feedback on services:	
Number of client suggestions for improvement passed on to supervisors	
Number of positive client testimonials passed on to supervisor	

Partnership Activity					
Total number of partnership initiatives currently active		Number of new community partnerships formed		Number of sustained partnerships	
Number of active partnership planning initiatives in progress					

Paper Work		Rating (see scale below)				
		0	1	2	3	4
Timeliness of completion of accountability monitoring forms						
Quality of Completion of accountability monitoring forms						

Indicate below which programs or services you have been active in revising and attach a summary of the client feedback that led to the decision to revise this program. Indicate also the revision action plan.

Program or Service	Client Feedback attached	Revision timeline attached?

Staff Professional Development

Do you have a currently active career plan? ☐ Yes ☐ No

If yes, please indicate plan and attach a copy of the Action Planner, indicating your current position in the action plan:

List below your self-directed learning plans that relate to career development and the timelines associated with those learning plans.

Work Environment

Describe below the collaborative coaching or learning projects you have been involved in with colleagues, indicating for each project whether you have been the learner or the mentor.

	Learner	Mentor

	Rating (see scale below)				
	0	1	2	3	4
To what extent are basic technical resources (fax, computer, computer software, Internet connection, etc.) maintained in good working order.					
Generally speaking, how well do the programs and services in your Career Centre reflect the needs of a Northern Community.					
Generally speaking, how well do you reflect a spirit of optimism and client achievement. Indicate the specific things you notice that create this impression for you.					
Generally speaking, how well does the working environment in your Career Centre reflect a spirit of optimism and client achievement. Indicate the specific things you notice that create this impression for you.					

ACCOUNTABILITY FOR ACCOUNTABILITY FRAMEWORK

SUMMARY SHEET: SUPERVISORS - 12.12

General Accountability Information
Time interval: _____ to _____
How many of your staff have active career plans, as indicated on their Accountability Framework Summary Sheet: Staff # _____ % _____
How much time do you spend actively encouraging staff to complete and/or pursue their career plans (list % and attach support time log) _____

Annual Strategic Plan

Indicate dates at which staff have had formal opportunity to provide feedback to the Annual Strategic Plan		
Number of staff	Dates for input	Form of input (verbal, written, focus group, etc.)

Indicate the evidence that staff suggestions have been incorporated into the final Annual Strategic Plan.

Indicate dates at which staff have had formal opportunity to provide input to any revisions in the Annual Strategic Plan		
Number of staff	Dates for input	Form of input (verbal, written, focus group, etc.)

CAREER DEVELOPMENT CENTRE

Indicate the evidence that staff suggestions have been incorporated into the final Annual Strategic Plan.

Partnership Activity					
Total number of partnership initiatives currently active		Number of new community partnerships formed		Number of sustained partnerships	
Number of active partnership planning initiatives in progress					

Communication Strategy Activity:

Do you have a Communication Strategy covering programs, services, and special events implementing and evident in the community? ☐ Yes ☐ No

Reports to stakeholders on evaluation results	Planned frequency	Date of last report
Reports to stakeholders sharing anecdotal data and testimonials		
Accountability data used to:		
• provide feedback on results		
• Educate about nature of services		
• Revise programs to make the better		
• Resolve service problems		

CAREER DEVELOPMENT CENTRE

Number of culturally appropriate resources available to staff for use with clients	
Number of staff self-directed learning projects related to career centre operation	
Number of staff working on collaborative learning projects with a colleague or community partner	
Number of activities which can be used as learning opportunities for staff (e.g., staff training, research reports, journals, information on innovative programs, etc.)	

Work Environment	Rating (see scale below)				
	0	1	2	3	4
Generally speaking, how well does the working environment in your Career Centre reflect a spirit of optimism and client achievement. Indicate the specific things you notice that create this impression for you.					
To what extent are basic technical resources (fax, computer, computer software, Internet connection, etc.) maintained in good working order?					

CONCLUSION

Career Development is a learning endeavour. Through quality career development programs and services, individuals are assisted to become self-reliant with respect to their learning and work. They are also assisted to make meaningful contributions to their families and communities as they become engaged in work which is personally meaningful. Career Development Services hold themselves accountable for the achievement of learning outcomes which make a difference in the lives of people and communities.

This Accountability Framework is a learning process in itself. In implementing it, Centres are encouraged to start small but devote time and collaborative energy to the task. The data gathering tools may need revision. They are to be treated as suggestions only. New methods and tools should be designed to meet specific needs of Centres and communities.

The important issues are to remain congruent to the practice and spirit of the framework and, in doing so demonstrate the value and worth of Career Development Services to Northerners of all ages.